DOCUMENT RESUME

ED 148 249 HE 009 510

TITLE Final Report to Fund for the Improvement of Postsecondary Education.
SPONS AGENCY Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
PUB DATE Dec 75
GRANT OEG-74-9062
NOTE 58p.; This is the final report on an experimental project entitled Capital Higher Education Service, Inc.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Adult Students; *Educational Counseling; *Experimental Programs; Federal Programs; Higher Education; *Nontraditional Students; Post Secondary Education; Program Descriptions; Program Development; Program Evaluation; *Regional Programs
IDENTIFIERS *Educational Brokering

ABSTRACT

Capital Higher Education Service, Inc. was, until it concluded its services to the public in November 1975, a nonprofit organization providing educational counseling and brokering to adult, nontraditional learners. It was supported by federal funds and served the Hartford, Connecticut metropolitan area. The final report traces the project from its inception through 30 months of evolution to its conclusion. Field experience, advisement techniques, and some of the new directions for nontraditional studies are reported, and some of the lessons learned during the project are summarized. (MSE)

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FINAL REPORT

to

Fund for the Improvement of Postsecondary Education
Department of Health, Education and Welfare
Washington, D.C.

from

CAPITAL HIGHER EDUCATION SERVICE, INC.
275 Windsor St., Hartford, Conn. 06120

"The name says little about the nature of (CHES) . . . We are working on development and delivery of professional counseling, information and advisement services . . . toward improvement of admissions systems for adults who are intent on resuming their education."

"A free standing, facilitating agent for adult, nontraditional learners . . . who seek more postsecondary education as a means to self-improvement. As an independent, not-for-profit, client-oriented, postsecondary educational agency, CHES also functions as an educational initiator, catalyst, interpreter, communicator, (broker) and operational bridge between its clients, colleges, businesses and other institutions and organizations . . ."

December 10, 1975

HE009570

TABLE OF CONTENTS

		Page
1.0	Introduction	1
2.0	What Is--or Was--CHES?	3
3.0	Why Was CHES Established?	6
4.0	How Did CHES Adapt and Evolve?	9
5.0	What Difference Did CHES Make?	13
6.0	What Lessons Were Learned at CHES?	26
7.0	Abstract	36
8.0	Appendix	
8.1	Rosters: Staff and Directors	37
8.2	Clients: Discussion of Attitudes and Wants	38
8.3	Costs of Services to Clients	40
8.4	Client Services: Model and Discussion	42
8.5	(ED/OP) Educational Opportunities Information System	48
8.6	(CEP) Career and Educational Planning	52

1.0 Introduction

The services provided to the public by CHES were concluded on November 7, 1975.

Fiscal support for CHES came largely from a single Federal source, an agency at HEW known to educators as FIPSE (Fund for the Improvement of Postsecondary Education), and intended by Congress to take on high-risk ventures such as CHES when potential,or at any rate possible,rewards seemed commensurate.

The present report, then, is the last in a series of quite lengthy proposals and progress statements to FIPSE, all of which are included herein by reference, though not by reprise or full summation.*

Distribution of this document will be made to CHES's staff and directors and to observers in other institutions and the Greater Hartford community for their comments, enlargement and, no doubt, improvement. Their responses will be welcomed by FIPSE.

Since logistics forbid assembly of all professionals who have worked

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*Previous reports and references include: "Proposal for a Capital University Center", April 12, 1973; "Addendum to a Proposal for a Capital University Center", May 18, 1973; "Capital University Center First Six Months Reports February, 1974; "Implementing The Capital Higher Education Service", March 15, 1974; "The Development of a Capability for Describing, Assessing and Translating Client Competencies, and for Training Others in these Processes", January 15, 1974; "Interim Report External Evaluation Team for C.U.C.", March, 1974; "Statement and Performance Review", January 27, 1975; and various correspondence and conferences with Russell Edgerton and Charles Bunting, Project Directors, and with Virginia Smith, Director of the Fund.

at CHES to seek consensus on the contents of this report, the results of necessity tend to be less than representative. Full agreement probably would not have been reached in any case. Three of us have had a hand in its writing, and Fred O. Pinkham, CHES's first president, reviewed that work in draft. Responsibility for interpretations and conclusions drawn from CHES's experience is assumed by Donald E. Barnes, president of the institution during its final year.

The names of the people who have labored in this enterprise appear in Appendix 8.1, Rosters. Appreciation and gratitude go, hereby, to all of them.

2.0 What Is -- or Was -- CHES?

The acronym stands for Capital Higher Education Service, Inc., and all too obviously the name says little about the nature of the enterprise. For a short time at the outset, CHES was known as Capital University Center. Its field of operations was the Greater Hartford Metropolitan Region, an area with a population near 700,000.

The word "Capital" was spelled, despite the golden dome nearby, to connote a wealth of knowledge and proficiency that people might acquire through education for investment in a more satisfying life. (And with CHES's help many did so.)

Two explanatory captions are provided on the title page. They were written in different years by different administrators trying to characterize CHES in a few words.

> " . . . We are working on development and delivery of professional counseling, information and advisement services . . . toward improvement of admissions systems for adults who are intent on resuming their education."

> "A free standing, facilitating agent for adult, non-traditional learners . . . who seek more postsecondary education as a means to self-improvement. As an independent, not-for-profit, client-oriented,postsecondary, educational agency, CHES also functions as an educational initiator, catalyst, interpreter, communicator, (broker) and operational bridge between its clients, colleges, businesses and other institutions and organizations. . ."

These may suffice as working descriptions, yet a full reading of this report will reveal how very complex an organism CHES was, at every stage in its life-cycle.

The aims and work of CHES have caused it to be classed with a small group of institutions called educational "brokerage" agencies. A monograph on the subject soon to appear (Hefferman, Macy and Vickers) describes the group "as go-betweens or intermediaries which serve to help adult students find their way into and through the experience of postsecondary education."

An early report described some of the identity and survival problems at CHES, "a broad-based horizontal agency in contrast to the vertical educational institutions. As such, there is no natural flow of funds to it, no instruction or credit to sell, no accrediting agency to sanction it, no professional society to support it, no institutional structure to protect it or to nourish it. It has no model to guide it . . . If CHES can find a way to financial viability it may become a model itself."

Perceptions and conditions of that sort are not unusual within the fraternity of educational brokerage agencies.

From start to end, CHES worked at its programs for about 30 months, and its mission moved toward the very "frontier" of adult education, according to Dr. Virginia B. Smith, Director of The Fund for Improvement of Postsecondary Education. Near the end of CHES's life-span she noted that "taking important risks" had been an essential characteristic of the new agency in Hartford, and that CHES "has never backed off from its mission to conceive, test, and refine new forms of educational services."

Dr. Smith was in a position to know about the risks. Over the course of three fiscal years, her agency, FIPSE, invested more than $400,000 in what CHES might be able to find out about postsecondary education and in what this struggling institution, on its own, might become.

In recent weeks Dr. Smith observed that "CHES has fulfilled its goal to break new ground, to fully test alternative modes for meeting the counseling, referral, and informational needs of its clients...," and moreover that its work "will be of benefit to many in the post-secondary field."

We may be pardoned for hoping that such will be the case, since the mortality of CHES now has been established, and the work begun here can continue only in the work of others. Indications of prospects for that succession on the Hartford scene are contained in Sections 5.4 and 6.46.

3.0 Why Was CHES Established?

CHES was conceived in the minds of numerous brainparents, most of them staffmembers of Greater Hartford Process, itself a non-profit institution with a large and complex planning program that sought to express the determination of local people and institutions to improve Hartford's long range future. That program took into account the many problems of an impacted central city surrounded by more than a score of suburban towns. Emphasis was placed on the well-being of people, and on participation by community and grass roots organizations. One perceived need was more and better education, and an agency such as CHES was seen as a way of improving access to educational opportunities for people in the Hartford area.

But that expression of good intentions raised perhaps more questions than it settled.

How many people were having difficulty in gaining access to more education? Where did they live? How old were they? What kinds of education did they want, and for what reasons? Were many of them qualified to handle a college program? Were many of them so well qualified through work and life experience, through company training programs and accustomed civic and community responsibilities that they would deserve and yet be unable to obtain commensurate academic credit from local colleges? Was <u>that</u> an important source of cost and frustration to these people? Were there large numbers of them unaware of the many educational opportunities on their very doorstep? How many might need simply a little encouragement, a friendly nudge, or professional respect for their capacities, to get them back to a classroom? How many could afford more

education? Would they be found mainly among the unemployed, or in the ranks of housewives, and if they were employed, what kinds of jobs did they hold?

Thus, little was known, not just in Hartford but in any metropolitan area, about populations of the kinds that CHES would try to serve. New national studies had indicated a vast unsatisfied demand for adult postsecondary education. Though Hartford was not a laboratory setting by any means, it would make an excellent demonstration site for learning more about adults seeking readmission to formal studies.

And then there were problems about the extent and nature of educational opportunities in and close to Hartford. No publicly sponsored academic institution offering upper division programs was located within the city or its immediate environs. Would the private institutions really welcome an influx of adult students? Would they provide sufficient evening programs at competitive cost? Perhaps a new, nontraditional university, fully accredited and publicly supported was needed. How could a small, new agency like CHES, without credentials or status, and lacking authority to award academic credit or confer degrees, gain enough standing in the ranks of Connecticut's colleges and universities to work even slight influence on their policies and practices?

It was by no means clear, therefore, just how CHES could help. It would have to try to find out what services would be needed and then, at least to some extent, <u>invent</u> ways to provide those services.

Finally, CHES would provide a feasibility test for a new kind of educational brokerage institution, as yet undefined as to characteristics

of clients, relations to existing institutions, and types of services that it would provide. Was there any possibility that it could survive? Could it set a few precedents or patterns that might survive, perhaps, in tax-supported agencies or successor institutions? These were some of the challenges that caused CHES to come into being, that caught the attention and finally won the support of FIPSE, and that give meaning and significance to our work in the last 30 months.

4.0 How Did CHES Adapt and Evolve?

Many of the early ideas for CHES's mission took shape under the hand of its first president, Dr. Fred O. Pinkham, a former president of Ripon College and a co-founder of the National Commission on Accreditation. A watershed decision was made at the start: the staff that was to be assembled would have to consist largely of experienced professionals in order to win the respect and cooperation of their counterparts in the colleges. Later, that distinction set CHES apart from other educational brokerage agencies in point of both the depth and cost of its advisory services.

In short order, another crucial decision was reached: the way to assess the educational needs of adults was to get in direct contact with them. Offers to provide counseling and planning help for any interested persons. should go out immediately, and contact with clients would be useful in definition not only of needs but also of mission and services.

In pace with this step, in the first months of CHES, the characteristics of adults in continuing education were explored in the literature and advice was sought from consultants with experience in other innovative programs throughout the country. Those descriptions of CHES's prospective clientele were found to have only minimal usefulness because the forerunner programs, typically, were based within or were extensions of established institutions or state systems, most of them wholly or largely tax-supported.

But in the day-to-day work of the staff there came a growing consciousness of the key role of the clients as a source of knowledge and technique. Dr. Pinkham later reported to FIPSE:

> ". . . most of the learning necessary to the project has been an out-growth of our experiences with the first 100

CHES clients. These clients offered the opportunity to test out theories and procedures related to recruitment, counseling, development of learning plans, assessment of nontraditional learning, advocacy in area institutions and implementation of learning plans. The clients themselves became the prime source of our discovery about their needs, conditions, and characteristics."

As a governing idea in the development of CHES, certainly one of the most powerful was the recognition that clients' needs should determine the services that would be developed and offered to the public. The intertwining of needs and services provided a way for thinking about problems and for making program decisions.

Evidence of this may be seen in a statement after the first eight months of operations: "A number of alternate futures face CHES: It might concentrate on becoming a counseling center for adults which concludes its obligation to clients with referral to area institutions. It might center on information gathering and maintain an active resource of data re learning, job opportunities and social services for a broad range of adult citizens. It might focus on becoming another, albeit different kind of, credit and degree granting institution of higher learning with a full-time faculty and curriculum. It might become a 'think tank' type of center conducting studies of problems in a wide range of new approaches to higher education. Or, it might expand into a regional examining university certifying the competence of clients

in a spectrum of academic and professional fields. There are other options, from a commitment to any one of which flow chains of decisions resulting in quite different courses of action. After several months of activity, we believe CHES is on the right track. It can be most effective by conducting a multifaceted program of client-oriented services."

Yet more than a year of learning and debate were required before the staff could settle on the first full statement of CHES's mission. Needs assessment was a slow, vexing and inexact process. And how could one be sure which programs would respond most effectively to the most urgent problems of clients?

At the center of the mission that emerged was delivery of a range of "client advisory services," as distinct from a "counseling program", and the differences were much more than euphemistic. It seemed difficult, at the time, to make choices and distinctions between strategies for serving individuals and groups of individuals in multiple client sessions. There were also serious conceptual problems in defining services to institutions, which, in a sense, were only conduits for reaching individual clients.

The range of CHES's services for individuals came to include: information delivery (Educational Opportunities Information System, Appendix 8.5); personal goal-setting (Career and Educational Planning Service, Appendix 8.6); educational program identification and selection; portfolio preparation, with competence assessment and documentation; staff advocacy for formal recognition of clients' documented competence by academic institutions; and support counseling for adults already launched in college programs.

The mission also came to include: direct services for educational institutions, such as training in competence assessment; a seminar series for groups of employees of large employer institutions; and support services for groups of students in local colleges as well as for other groups enrolled in external degree programs at faraway colleges and universities.

The variety of services provided was a direct reflection of the multipicity and complexity of needs identified.

Right through CHES's last weeks, there was continuing definition of needs and development of conceptual models for services to be rendered. One of the staff, Dr. Patrick Proctor, volunteered recently to prepare a model presenting his interpretation of CHES's client services and their inter-relationships, as of November, 1975. The model, with a companion discussion, appears in Appendix 8.4.

5.0 What Difference Did CHES Make?

The impacts of CHES's program may be placed in four categories: knowledge for the field; consciousness-raising, primarily amongst other institutions; field experience with a heterogeneous population of adults seeking more education; and field experience in development and trials of services by an educational brokerage agency.

As to intended outcomes, CHES has named objectives for its future work over and again: in all, four sets totalling 49 objectives. At least 40 of these were fully attained, as previously reported to FIPSE.

But for the appraisal of impacts, quantification of results is not enough. In an early report Dr. Pinkham explained,

> "The problem is akin to that of assessing the extent to which a school or its teachers are responsible for the record made by their students. . . Educational advisory agencies such as CHES cannot be evaluated solely in the numbers of units served any more than the quality of a college can be measured solely in terms of the number enrolled."

5.1 Knowledge

The yield from CHES's experience may have some value to the field, both for policymakers and practitioners. Findings appear in many passages of this report, rather than in a single section. Conclusions, however, are summarized in Section 6.0.

5.2 Consciousness-raising

One example of impacts of this sort may be found in our experience with "advocacy" services at two academic institutions.

CHES defines advocacy as a process by which an individual's case for formal recognition of competence is systematically presented to appropriate representatives at one or more institutions of higher learning. "Formal Recognition" may come in the form of admission to the institution, advanced placement, award of academic credit or combinations of these.

CHES's advocacy approach is characterized by a non-confrontational, problem-solving stance in which individual needs are negotiated in the context of institutional concerns for high standards. Hence, the advocacy process, in addition to providing direct benefits to clients, has resulted from time to time in CHES's sharing with institutions considerable information on adult education, and in CHES's assistance with admission and assessment procedures for clients entering the institution. Thus, while CHES has provided a direct service to clients through advocacy, it has also found itself, in the process, providing a range of indirect services to institutions, which not surprisingly seems to have left a mark.

The case-by-case advocacy approach has contributed to institutional change and to the development of new opportunities for adults at Eastern Connecticut State College and at Manchester Community College. The consideration of individual client cases brought to each institution by CHES's advisors evolved into a set of systematic admissions and award-of-credit procedures which were subsequently institutionalized and made available to the general public. Observation of procedural and policy change at these institutions may lead to new ideas and new practices at others.

Further examples of direct, indirect and implied impacts upon academic institutions were described to FIPSE, at the end of CHES's first year:

"The fact that the colleges in The Greater Hartford Region are much more receptive of CHES and its clients than a year ago may be due only in part to CHES activities. But, with this qualification on record, an account of some of the events in the institutional sphere indicates a significant and unique role for CHES . . . Some of the following events have occurred:

* A detailed statement of CHES purposes and proposed programs was approved by the President of each institution in the Greater Hartford Consortium for Higher Education.
* The President of CHES was made an associate member of the Consortium Board of Directors.
* The Consortium joined CHES in developing a proposal for a Consortium external degree. Though it was not funded, it is still alive.
* The faculty council of the Consortium joined with CHES to conduct a conference on Alternate Approaches to Higher Education for the faculties of the five member colleges. The reception was beyond expectation, and the tapes of televised talks are being shown on campuses by popular request.
* The Chairman of the Consortium has joined CHES's Board of Directors.
* The largest private university has instituted a special counseling department for adults.
* A two-year women's college has expanded its career counseling center for adult women.

- A four-year private college and a graduate engineering institute have obtained (with CHES backing) an $118,000 federal grant to study the educational needs of adults and the extent to which the private colleges can meet them.
- CHES became a charter member of The Consortium Counselors Committee.
- CHES has made three presentations to the Region B Council (17 public and private colleges and universities) and several of the colleges have assigned liaison persons to CHES and sent teams of counselors for indepth meetings.
- CHES has become an active participating member in The Consortium Continuing Education Council.
- The Associate Provost in charge of continuing education and related programs of the University of Connecticut has joined the CHES board of Directors and is an enthusiastic booster for CHES. The Women's Counseling Center at U. Conn. has been strengthened by the addition of a CHES-trained counselor. A close tie in developing and servicing a new extension A.B. degree appears likely.
- A competency-based AA General Studies degree program has been established at Manchester Community College (the President sits on CHES Board) with CHES as . . . initiator, consultant, trainer and (for the moment) in charge of student preparation. CHES worked as a member of faculty committees for months, conducted two, three-day faculty training workshops and prepares all students (portfolios, counseling, etc.) who enter the program.

* Eastern Connecticut State College has awarded CHES's clients as much as two and one half years credit toward an AB for experiential learning assessed and documented by CHES. A new program providing for transfer of community college competency-based credits to Eastern's upper-division programs is underway. Both Manchester and Eastern have become the pilot projects in these two state systems.
* The 'softening' effect of the above activities on other institutions and state boards is not measurable but quite likely has taken place."

No doubt some of the events reported at that point would have happened without CHES, nevertheless, taken all together, they do indicate a strong likelihood that CHES influenced the state of mind in a number of academic institutions.

A catalogue of CHES's approaches to non-college institutions, both business and community organizations, suggests a similar effect. At the end of CHES's first six months the results of these activities were described to FIPSE:

"A number of projects are in various stages of discussion with Pratt-Whitney Aircraft, Unity Contractors Association, Inc., Greater Hartford Process, Inc., Associated Builders and Contractors, Subcontractors Association of Connecticut, American Council on Education, Life Insurance Marketing and Research Association, and Hamilton Standard, Inc. Other groups with which discussions are being held include YWCA, YMCA, Urban League, Travelers Insurance, the Department of Mental Health, Alcohol and Drug Dependency Division, Greater Hartford Manpower Planning Council, Chamber of Commerce, Connecticut Institute of

Health, Manpower Resources, Community Renewal Team, Community Council, Alliance of Black Social Workers, Community Life Association, St. Michael's Center, Commission for Higher Education, and the Hartford Public School Programs. Many of these agencies have come to us asking assistance in developing educational programs or in finding educational opportunities for their constituents or in developing cooperative services to clients, . . . a good beginning."

5.2 (Continued on following page)

In December, 1974 CHES conducted a workshop for representatives of 33 corporations. The day was devoted to speculation and discussion of trends toward "The Learning Society", and implications therein for the training and education of employees. The resulting mind-expansion was felt by CHES's staff, perhaps as much as by other participants.

In addition, CHES contacted, with descriptions of its concerns and program, more than 150 other large employer institutions, either by personal visit, telephone or mail, or by a combination of these approaches. The ultimate impacts of these efforts are unknown.

5.3 Field Experience with Adult Population

One of the results of this experience was a gathering of information on attitudes, and wants of such adults, as reported in Appendix 8.2, Clients, etc.

CHES has gathered hard data, of limited kinds and amounts, on demographic characteristics of its clients and on certain quantifiable aspects of its advisory services.

Data are not provided in this section for every person who sought CHES's services. Those, for example, who made contact only by brief telephone inquiries are omitted hence the total group reported numbers 368 persons, of which 243 (66%) are designated "clients" and 125 (34%) are identified as "contacts."

CHES defined a client as a person who received an introductory interview with a professional counselor ("program advisor"), and who then registered for a program of advisement services at CHES aimed toward his enrollment in an academic program. Most of the clients paid a registration fee of $10, and a few paid additional fees for services in the range of $20 to $40.

A contact received the same preliminary interview, and then, either for the contact's own reasons or because CHES felt that its services were inappropriate, did not register for continuing assistance.

Of the total of 243 clients registered in CHES's program from beginning to end, 120 (or 49%) remained in active status at November, 1975. Of that group, 60 had been accepted and enrolled as students in post-secondary programs planned with CHES's help. The remaining 60 were still in the process of actively seeking enrollment at termination of CHES's program.

The term "enrollment" as used here is not quite self-explanatory. At time of original contact at CHES about 40 of the group of 120 active clients were already enrolled in college programs which they felt were unsatisfactory in one respect or another. They needed programs better suited to their personal aims; they felt that they should receive academic credit for prior studies or work experience; they were in a field of study, or department, or even a college, that seemed unsuitable; or they were trying to settle some of the many other problems that trouble nontraditional adult students. And they needed help first in planning, then perhaps in negotiating, and then one might say, in re-enrolling. Also, for many, CHES's services did not end at the instant of enrollment.

For and with the above 120 clients, CHES prepared 51 portfolios to support their admissions and credits negotiations with colleges of their choice. Another 45 portfolios reached a state of partial preparation.

The above accounting leaves a balance of 123 clients not in active status in November, 1975. Of these, 86 (or 35% of all clients) withdrew from the program or lapsed into inactive status, and did not return to active designation during CHES's lifespan.

Some of these persons, of course, may resume the quest for more education under their own or other auspices.

The final category of clients, numbering 37 persons, is designated "provisional" meaning that they had been through registration, and at the end of the program were awaiting entry to full advisement services.

Also, at that date, CHES's records indicate a waiting list of prospective clients numbering 65 persons, not yet registered nor counted as contacts.

In tabular form, client classifications as of November, 1975 are presented below, and a table setting forth certain identified characteristics of CHES's clients and contacts is provided on the following page.

CLIENTS
As of November, 1975

Active:			
Enrolled	60 (25%)	120	(50%)
Enrollment pending	60 (25%)		
Portfolios completed	51		
Portfolios in process	69		
Inactive		86	(35%)
Provisional		37	(15%)
Total Clients		243	(100%)
Waiting List (unregistered)	65		

PROFILE: CLIENTS/CONTACTS - CAPITAL HIGHER ED. SERVICE
August, 1973 - October, 1975

CATEGORY	CLIENTS (243)*	CONTACTS (125)**	TOTAL (368)
SEX:			
Male	98 (40%)	39 (31%)	137 (37%)
Female	145 (60%)	86 (69%)	231 (63%)
AGE:			
20-29	64 (27%)	36 (29%)	100 (26%)
30-39	87 (36%)	34 (27%)	121 (33%)
40-49	59 (24%)	24 (19%)	83 (23%)
50-59	20 (8%)	9 (7%)	29 (81%)
60-69	3 (1%)	0	3 (1%)
Unknown	10 (4%)	22 (18%)	32 (9%)
RESIDENCE:			
Urban	139 (47%)	54 (43%)	193 (52%)
Suburban	103 (43%)	67 (54%)	170 (46%)
Unknown	1	4 (3%)	5 (2%)
ETHNIC ORIGIN:			
Black	115 (48%)	32 (26%)	147 (40%)
White	101 (42%)	82 (66%)	183 (49%)
Hispanic	24 (9%)	8 (6%)	32 (9%)
Other	2 (1%)	1 (1%)	3 (1%)
Unknown	-	2	2 (1%)
ED. BACKGROUND:			
High School	4 (1%)		
H.S./GED	95 (40%)		
College:			
Fresh.	49 (21%)		
Soph.	33 (13%)		
Jr.	15 (6%)		
Sr.	17 (6%)		
Postsec/voc	27 (11%)		
Unknown	3 (1%)		
OCCUPATION:			
Profess'al	48 (20%)		
Adminis.	77 (33%)		
Business	11 (4%)		
Clerical	32 (13%)		
Tech/para	38 (16%)		
Service	10 (4%)		
Housewife	7 (2%)		
Student	1 (-)		
Unemployed	10 (4%)		
Unknown	9 (3%)		

*Clients: Persons who enrolled in CHES's program
**Contacts: Persons who did not enroll in CHES's program

A reading of the data on the persons who have come to CHES for advisement services indicates heterogeneity in every characteristic studied. Ages range from low 20's to high 60's. The fact that men are in a minority may only reflect the increased freedom and awareness of women. Residence is about evenly divided between Hartford proper and surrounding suburbs and countryside. Ethnic representation, pro rata to populations in the area, shows a relatively small participation for people of Hispanic origins and relatively large for the Black community, however, since a group of about 50 Hispanic persons joined CHES's waiting-list at the very end of the program, those imbalances probably would have been reduced by continuation of CHES's program.

Excluding the contacts group, the educational background of the clients group indicates a median near the end of the freshman year of college, with a range from high school to college senior. Several clients later gained entrance to post-graduate studies.

The range of occupations of clients, also, is quite broad, and despite fairly even distribution, a prominent characteristic is office-work.

One could wish for better clues in the data on a key question: What are the differences between the people who signed up as clients at CHES (and moved on toward more education) and those who merely made contact and then withdrew? We know that CHES advised some of them to withdraw for a variety of reasons. The data imply only that contacts tended to be slightly older than clients, that more of them lived outside the inner city, that a greater share of them were women, and that a much greater

portion of them belonged to the White population. Comparison data were not gathered, of course, on educational backgrounds and occupations of the contacts group.

It seems important to note that these data tend to describe only CHES's clients during the interval August, 1973 to November, 1975. It is not an advisable inference that they represent other groups, such as the whole universe of adults in the Hartford region interested in postsecondary education, or even the whole group interested in advice and information on more education.

5.4 Field Experience with Brokerage Services

Among the outcomes in this aspect of CHES's program, notice should be given to the excellent prospects for continued development and installation of Educational Opportunities Information System (ED/OP) by a group of colleges, libraries and a local foundation. See Appendix 8.5.

Similarly, an extension of CHES's client advisory services is underway, through collaboration of former staff and Asnuntuck Community College Foundation. See Section 6.46.

The array of field-tested client services that has emerged from CHES's work may prove beneficial to educational brokerage agencies and other institutions. A model and discussion are provided in Appendix 8.4.

Among CHES's services, advocacy for individual clients is a unique contribution which deserves emphasis and which distinguishes CHES from a traditional counseling center or instructional institution. As indicated briefly in Section 5.2, through counseling, CHES's Program Advisors assist clients to sort out their goals, plan educational programs and then advocate for clients to obtain admission to appropriate institutions and to obtain the award of appropriate credit for prior learning. It is this carefully

documented case by case approach presented to colleges in a convincing manner that may lead first to exceptions to the rule, then to the initiation of faculty mechanisms to create new policies based upon live and waiting, strong cases in point. Clearly, such advocacy is a powerful tool for institutional change. Program advisors must be strong, able negotiators and understand well the inner workings and concerns of academic institutions and faculties. Whether other agencies in other settings will adopt and employ advocacy techniques remains to be seen.

6.0 What Lessons Were Learned at CHES?

One of the oldest and best ways of turning up knowledge and making things work is the process of trial-and-error; from the outset CHES has employed homespun research and development methods of that sort. Errors suffered in the process can teach as much as successes: you may learn what not to do in future, and may save others from similar mistakes and misapprehensions. You may also strengthen informed hunches, pinpoint problems, and demonstrate the feasibility of certain actions and programs under certain conditions.

Thus CHES's findings were obtained for the most part in field trials that both succeeded and failed, and conclusions drawn from evidence of that experience, both plus and minus, may have value to policymakers and to those engaged in similar work. Evidence beyond that presented in this section will be found in other portions of this report.

One of the main payoffs for CHES's labors, therefore, is in the nature, scope, and import of what was learned, as distinct from what was done, and that product appears in the compressed conclusions on the following pages.

6.1 Populations To Be Served

6.11 In the Greater Hartford area the number of working adults (say, over 25) now continuing their education at academic institutions is surprisingly large and probably increasing. In the current year about 30,000 persons will receive part-time instruction of some kind, primarily during evening hours, at the 24 postsecondary institutions near Hartford, or a group amounting to about 4% of the total population of all ages.* That does not include those who may want more education but are not now participating, and it also excludes the large numbers of persons receiving unaccredited training under auspices of their employers. (AEtna, for example, provides highly respected courses at its data center.)

6.12 The adults who have come to CHES for educational advisement services are heterogeneous as to sex, age, income, type of occupation, ethnic background, extent of prior schooling, and urban/suburban residence. (See Appendix 8.2, Clients.) Around 63% are women; the median age is just under 30; about 40% are Black; and they are evenly divided as to residence between the inner city and the suburbs.

6.13 The persons who have sought assistance from CHES have done so for a variety of reasons, and they have stated a wide range of educational aims and purposes. Their reasons include desire for information and for aid in matters such as making admissions applications, educational and career planning, negotiating academic credits for prior learning, preparing portfolios, selecting fields of study and institutions, locating sources of financial help, estimating

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* This estimate has been derived by subtracting a count of full-time students from the total enrollments. An adjustment for age-level and employed status was assumed to be offset by the number of non-matriculated students in special programs. Probable increase is assumed through extension of well defined trends. No census-type studies to support the estimate have been found.

reasonableness of educational aspirations, and getting advice and encouragement from professional educators. Their stated goals range from professional degrees, to personal cultivation, to plain credentialling in the hope of improving their earning power, with preponderant incidence of the latter.

6.2 Needs Identified

6.21 Decisions concerning resumption of their education, in the case of nearly all adults, are being made under conditions of extremely limited access to information about the opportunities that are available to them. It is not merely a matter of access; centralized, indexed files of information, which permit comparision of institutions, programs, costs, schedules, and other vital factors for decisions, simply do not exist. A severe information overload burdens the prospective student who tries to assemble, analyze, and compare the catalogues and bulletins of two dozen colleges and universities. Reference volumes, such as the national guides to colleges, provide only superficial information. See 8.5 Appendices, Educational Opportunities Information System (ED/OP).

6.22 The information needed for decisions of adult students tends to be localized geographically, that is, it must deal primarily with educational opportunities within daily driving or public transit range of their home or work. The mobility of nearly all adult students is constrained by employment and family responsibilities. Exceptions of growing inportance are students suited for external degree or correspondence studies; in a five-month interval of 1975, one-half of CHES's clients who stated their enrollment plans elected external degree programs. See Appendix 8.4, Educational Opportunities Information System (ED/OP).

6.23 Professional educational counselors and educational institutions themselves are providing advisement services to the public without benefit of accessible information on more than a small number of the educational opportunities available to prospective adult students. The professionals labor under the same overload that staggers their clients, and their expertise tends to be limited to knowledge concerning very few institutions. This condition is reflected, in part, in CHES's experience during the same five-month interval mentioned above. Of the clients who stated an intention to enroll at any nearby institution, 95% of the decisions were confined to two colleges. (Undoubtedly, other powerful factors also influenced those decisions.) Each college has full and accessible information on itself, of course, but little help can be provided by its counselors concerning opportunities at other institutions. Employers, libraries, social service agencies, unions, and governmental bureaus are hampered as much or more in trying to provide information on educational resources to their constituencies. See Appendix 8.5, Educational Opportunities Information System (ED/OP).

6.24 The needs of adults for advisement services related to postsecondary education are not confined to the shoehorn process of gaining admission. Their access is not assured until the students are settled and performing satisfactorily in a program and institution suited to their abilities and to the realities of their situation, including their well-considered aspirations and expectations as purchasers of costly instruction. A significant number of CHES's clients came to us after having made a start in a college program. Also, many clients have continued to need advisement services after admission to a college program. High intentions and hard work on the part of postsecondary institutions may improve but scarcely will perfect the admissions process, and the colleges

now face a host of unfamiliar difficulties in dealing with new waves of mature applicants. The chances of false starts, misunderstandings, and wrong decisions on both sides are fairly high and not necessarily anybody's fault. One result can be the waste of both personal and institutional resources. We believe that services of the kinds developed at CHES can help to reduce such waste, and we also believe that colleges must work out different and better ways for advising adult students.

6.25 The scope of the evident need for advisement services by prospective adult students appears to be small, as measured by the number of clients who have voluntarily sought help at CHES or responded to our public offerings of services. In the 30 months of CHES's operations, about 250 persons received client services and another 150 have made initial contacts for information on advisory purposes. That amounts to a little over 1% of the 30,000 adults receiving some sort of instruction in the current year at postsecondary institutions in the Hartford area. These facts, of course, may say as much about the success/failure of CHES's efforts to reach the adult population as about the extent of need for advisement services. We have learned very little about the many thousands of prospective adult students that we have not served. Among those who have heard about CHES and elected to stay away, there may be a common bond of resistance to and distaste for counseling processes and roles.

6.3 Staffing

6.31 Professionals with counseling backgrounds can be provided with the additional training required for educational advisement of adults in a short period and at low cost. In 1975 a group of five professionals received informal training in two sessions of three hours each, and under supervision thereafter, all were able to handle responsibility for client services.

6.32 In the Hartford area there appears to be a plentiful supply of qualified professionals interested in receiving training and working part-time as educational advisors to adults in postsecondary education. Since no unusual factors are known to be present in the local situation, it seems likely that a similarly plentiful supply may be found in other metropolitan areas.

6.33 A staffing plan that relies to a large extent on part-time professional advisors (as opposed to full-time) permits more efficient deployment and leads to lower costs through reduction of "down-time," flexible caseloads, and variable working hours. In testing these arrangements, CHES has paid part-time advisors on a scale of rates from $7.50 to $12.00 per active client per week. It appears that payment of hourly or daily consultant fees would produce about the same costs. CHES seems to be unique among its kind, so far, in relying upon professional counselors, hence agencies staffed by paraprofessionals should use caution in drawing inferences from our experience in this area.

6.4 Financing Educational "Brokerage" Institutions

6.41 Readiness of local educational agencies (state, city, town) to assume fiscal or operating responsibility for CHES's services to the public has not been demonstrated. Here was a major hypothesis to be tested by CHES: that a pilot project might show the way toward assumption of responsibility by local governments for services initiated in the project. CHES's directors were acknowledged civic leaders, a blue-ribbon assembly of citizens

who gave consistent and careful attention to this aim. One powerful hindrance was the presence throughout most of CHES's lifespan of a deep economic recession combined with a high rate of inflation, which helped to place severe budgetary constraints on all levels of local government.

6.42 Survival of free-standing agencies such as CHES, at the expiration of Federal funding, appears to be extremely unlikely unless they can develop services or products for which a clientele will pay enough to permit continuing recovery of both direct and indirect expenses. The other sources of general or maintenance support, both in extremely short supply and both adversely inclined through well established policies, are governmental agencies and foundations. CHES made exhaustive searches, nationally and locally, for support from both kinds of sources.

6.43 The costs of orthodox professional counseling, as well as the cost of CHES's array of advisement services, are extremely and perhaps prohibitively high. Experience to that effect shows in many aspects of American society. The chief exceptions tend to be services that are available only to the well-to-do: psychotherapy and counsel from the legal and accounting professions. Cost-accounting for counseling services appears often to overlook the back-up institutional costs that tend to be essential to the work of counselors, and these costs in large institutional budgets, such as those of colleges, when they are distributed among other cost centers, may be substantially underestimated. (See additional discussion of costs of advisement services, Appendix 8.3.)

6.44 Professional educational advisement for adults at postsecondary levels tends to be a slow, stop-and-start process. A working adult often does not feel that he must resume his education at the next September. His personal costs in time (evening hours over an extended period of part-time study) and money (steeply rising tuitions) justify a slow and cautious approach to decisions. The fact that his education was interrupted at an earlier date frequently testifies to unsatisfying and disappointing experience in prior schooling, which now leads to doubts about his own capabilities as a postsecondary student.

Six months would be a fairly rapid pace for progression of a client through CHES's advisement services. More than one-half of the clients never "finished", in the sense of remaining actively interested, making the decisions and completing the educational planning tasks specified as necessary by their advisors.

It appears that 30 clients make a very full caseload per professional educational advisor, and that it is quite difficult to manage the flow of cases so that full-time advisors maintain full caseloads. Resulting "down-time" raises costs. In any event, the slow passage of cases through the advisement process amounts to a prime factor in the high cost of counseling.

It might be helpful to note in this connection that CHES's advisement services go well beyond conventional counseling formats, which often focus on standardized testing and stop with delivery of interpretation of test results, or provide quick advice on course selection within the confines of curricular options offered by a single college, or try to deal with the personal problems of a student already enrolled in a college.

Advisement of clients at CHES, however, involves few "givens" or procedural constraints. All of the educational opportunities and options of a client may be up for consideration, from sorting out his life's goals, building confidence, analyzing and documenting past learning, contacting and negotiating with institutions, preparing to make decisions, rearranging family priorities and schedules - in short, the clients' needs have appeared to require an unorthodox, open-ended, gradual and time-consuming approach to counseling. The resulting combination of factors has not proved cost-effective in our experience.

6.45 Fees paid by clients for advisement services yielded nominal income for CHES. In the period August 1, 1974 to November 7, 1975 CHES's total income amounted to $270,000, and of that amount fees paid by clients came to about $1,900 or two/thirds of 1%. It is conceivable that twice as large a sum might have been collected, but the cost of staff-time in collecting might well have exceeded the sums involved. A sufficient test of the willingness of clients to pay significant fees, on a scale comparable to costs of other kinds of professional services, was not made at CHES. It may be worth noting, for reasons of perspective, that if the medical schools were to set tuition fees at a level to cover all costs of a medical education, only the offspring of the very rich could attend.

6.46 It is uncertain whether funding can be obtained by one or more successor institutions to sustain the personalized advisement services that CHES has supplied till now in the Hartford area.

Several former staff members at CHES, acting under sponsorship of

Asnuntuck Community College Foundation will continue to provide volunteer and professional fee services for the time being, and are presently seeking fiscal support for an advisory program modeled on CHES's services to individual clients.

6.52 Employer institutions appear to be interested in expanding and improving their tuition assistance programs for employees. We have seen convincing evidence in the Hartford area of new commitments by leading institutions to costly organization development and human resources development programs which will include even deeper concern for the education of employees and attention for the personal and career development of employees at all organizational levels. These programs seek to tap the unrealized potential assumed to be present in many persons within any work force. There seems to be wide acceptance of the ideas that knowledge is a crucial resource and that the developing employee is particularly valuable. The willingness of an employee to seek self-improvement through education therefore is taken as a sign of potential development and as justification for tuition aid. The assumption is that both the adult student and his employer may benefit.

7.0 A B S T R A C T

Capital Higher Education Service, Inc. (CHES) has provided a program of advisement and information services in continuing education through a period of about 30 months concluding in November, 1975. As a high-risk, independent, non-profit, non-traditional, "brokerage" service, situated in the Greater Hartford region, CHES attracted grants in excess of $400,000 from the Fund for Improvement of Postsecondary Education (HEW).

Among the unusual characteristics of CHES are its distinctly professional approach to advisement of adults seeking to resume their education, its role as "advocate" for clients seeking formal academic recognition of claimed competence, its services to academic and business institutions, both direct and indirect, and the depth of its contacts with a heterogeneous population of adults interested in postsecondary education.

CHES's field experience with clients, with advisement techniques, and with some of the new directions for nontraditional studies are reported. The reader can gain a quick overview of some of the implications of CHES's work by turning to Section 6.0, What Lessons Were Learned at CHES?

Appendix 8.1, Rosters

Staff and Consultants

Allen Arnold	Program Advisor (c)	1975
Stephany D. Bankston	Secretary	1973-75
Donald E. Barnes	President and Treasurer	1973-75
Marjorie Bennett	Program Advisor	1973-74
Sidney Gardner	Secretary of the Corporation (c)	1973-74
Joan Gould	Program Advisor (c)	1975
Marie Holmes	Secretary (c)	1975
Maye H. Grant	Director of Professional Services	1973-75
Mary Hourdequin	Program Advisor	1973-74
Loralee Huston	Program Advisor (c)	1975
Manuel Huertas	Program Advisor (c)	1975
Evelyn Lewis	Program Advisor (c)	1975
Barbara McGowan	Secretary (c)	1974-75
Franklin McLean	Director of Special Services	1974
Joyce Milliken	Program Advisor	1973-75
Edith Napper	Assistant to President	1974-75
Allen Phillips	Bookkeeper (c)	1974-75
Fred O. Pinkham	President	1973-74
C. Patrick Proctor	Program Advisor	1973-75
Mahesh C. Sharma	Consultant (c)	1973-75
Wallace Wessells	Director of Administrative Services	1973-74

* Consultant or part-time status indicated by (c)

Directors

Donald E. Barnes	President and Treasurer
Sanford Cloud, Jr.	Attorney
Galvin Gall	Dean, University of Connecticut
Joseph R. McCormick (Chairman)	President, Hartford Electric Light Co.
Robert Patricelli	Vice President, Greater Hartford Process
Theodore D. Lockwood	President, Trinity College
Frederick Lowe, Jr.	President, Manchester Community College
Lenore Preble	Community institutions volunteer
Catherine C. Reynolds	Mayor, West Hartford, Connecticut

Appendix 8.2

Clients: Discussion of Attitudes and Wants

In dealings with clients, CHES accumulated experience and knowledge concerning the services that they wanted, and many impressions of their attitudes, behavior and needs. These were summarized in an accounting to FIPSE in October, 1974, as follows:

"1. Adults are accustomed to functioning in the real world rather than the academic world. The bases upon which they are evaluated and upon which they evaluate themselves differ from those in the academic world. There is a real problem for them to relate traditional formal degree course work to the real world. This means they are impatient learners, highly motivated and good performers where instruction is relevant. Daytime college practices do not apply. Adult learners prepare well for class. If a professor does not show for class, there is no celebration. A complaint is filed with the Dean that they have been cheated of instruction they have paid for.

2. Adults want their previous experience to be considered for proper placement in degree programs and in the instructional content and methods.

3. Many adults simply do not know how to function as education consumers. Not knowing how or not having the courage to call a dean for an appointment can be a major deterrent to getting started on and educational plan.

4. The pressure to obtain a degree or credential continues as a dominant force among adults. The reasons vary but the degree is frequently a goal in itself.
5. To most clients the colleges represent a network of unrealistic, arbitrary, and confusing rules and regulations designed to prevent them from participating in higher education. Residency requirements, prerequisite courses, non-credit courses and restricted times and places for instruction are common problems."

8.3 Appendix

COSTS OF SERVICES TO CLIENTS

The expense of regular program cost accounting was not incurred at CHES. Nevertheless, cost sources can be tracked to five program areas, and in summary about $450,000 in costs were realized over a 30 month period in approximate amounts, as follows:

Initial organization and planning	$ 40,000
Client advisory services	280,000
Services to academic institutions	40,000
Development of services to employer institutions	75,000
Development of information services	15,000
Total	$450,000

Allocations in the last two areas above are known to be reasonably accurate. In the case of the first three, somewhat less is known--as a basis for accurate estimate. In all categories indirect expenses have been allocated above at the rate of 50% of direct expenses, and in every case, in a real sense, delivery of advisement benefits to individual clients was the ultimate motive and an important, intended outcome.

From the foregoing it is clear that costs per client (243) have been high at CHES. Intake of clients occurred, on a straight-line basis, at the rate of about eight clients per month, or about two per week. Hence, the costs of maintaining institutional readiness for delivery of advisory services were a key factor. (Another key factor is discussed in 6.44.) And since services actually rendered were concentrated on the needs of about 100 clients, the delivery costs of a range of advisory services to a single client can be regarded as prohibitively large for an independent, unsubsidized institution. This conclusion is reinforced by the fact that a crucial and quite expensive service, preparation of portfolios,

was provided in full to only 51 clients.

It is tempting to question these conclusions on grounds that with more experience, or better management, efficiency would rise. It may be that reduction of the large burden of information delivery, through simplified storage and access systems such as ED/OP, would reduce the cost of advisory services somewhat. But it seems wiser to recognize that the need for developmental activities never goes away, and likewise, since increased efficiency so often relates to volume, that promotional activities and adaptations to the needs and wants of other institutions must continue unabated, with corresponding, continuing costs--all toward the ultimate purpose of serving clients.

A better cost argument may be found in a need for re-allocation of societal resources, however unlikely that prospect may seem. The absence of advisory services in continuing education may be more costly than the services themselves, though indications of this possibility tend to be hidden in unsuitable programs, lack of recognition of prior learning and established competence, incomplete courses resulting from poor planning and selection, false starts, and dropouts. That way everbody loses: students perhaps most of all; but also the academic institutions; other students whose costs go up; and the society which ultimately foots the bill for all kinds of education.

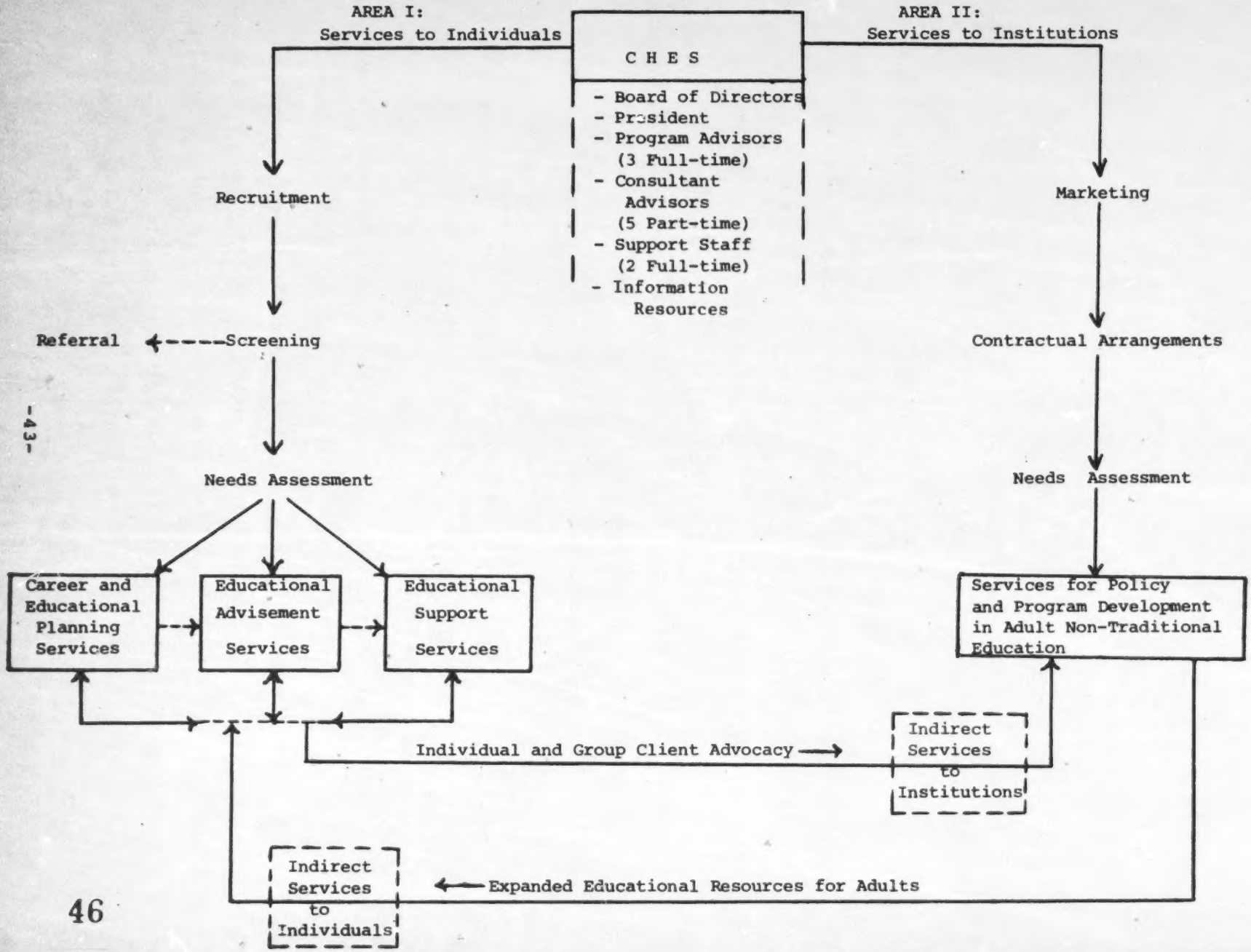
Appendix 8.4

Client Services: Model and Discussion

Introduction

Over the past two years CHES has developed a set of services based on Hartford region needs in postsecondary education. There are two general areas of need to which CHES has responded: those of individuals seeking education beyond high school; and the needs of institutions whose mission, at least in part, includes the delivery of postsecondary educational services. While these needs were assumed by CHES at its inception, the past two years have seen a systematic description of such needs and the design and delivery of a set of services to address them. What follows is a presentation of a conceptual model of CHES services, followed by a discussion of the components of that model.

6.2 CHES CLIENT SERVICES: A CONCEPTUAL MODEL



As indicated by the model, CHES's core services fall into two major areas: Services to Individuals and Services to Institutions.

Services to Individuals

CHES has evolved a set of services to individuals based on observed clusters of client needs *vis a vis* postsecondary education. To date, CHES has identified three primary need clusters and thus has developed and refined three service areas to meet these needs. These clusters tend to lie on a continuum which might best be described as a continuum of an individual's progress toward meeting his/her learning objectives.

The first cluster is the need for establishing general directions or goals in one's life and career in the context of which one's educational program will have meaning and purpose. Thus, CHES's program in *Career and Educational Planning* (CEP) helps people establish life and career goals; develop learning objectives consistent with these; and identify and gain access to appropriate information and learning resources.

The second cluster is the need for access to formal programs in higher education. "Access" refers not simply to information on, and assistance with, current enrollment procedures in area colleges but rather to enrollment that addresses the situational, learning and financial needs of adults. This often means access to programs that are flexible in terms of time and place of instruction; that build on, and provide recognition for competencies already developed through work and other significant experiences; and access to programs that clients can afford. CHES's *Educational Advisement Services*, therefore, assist adults in locating and enrolling in these kinds of programs, both in and out-of-state. Specific services include information-giving, program identification and selection, competence assessment and documentation, and advocacy for formal recognition of clients' documented competence at institutions of higher education.

CHES's clients have enrolled in formal programs at numerous institutions, primarily including the following: Manchester Community College; Eastern Connecticut State College; Upper Iowa University; New York Institute of Technology; University of Hartford; Empire State College; Antioch College; and Skidmore College.

A third cluster of needs is represented by those adults already enrolled in formal programs of study. A variety of support services are necessary to maintain enrollment status and CHES has discovered that with respect to adult students few programs in higher education have adequate provisions for such services. Thus, CHES's Educational Support Services offer to adult students a means for addressing problems that emerge as they progress through their respective programs. Assistance with development of learning contracts, identification of learning resources, peer tutoring, information sharing and just plain interpersonal support are examples of the kinds of help adults can extend to one another through a support base established at CHES.

Four support groups have operated at CHES for students in the following programs: Eastern Connecticut State College Adult Program; Manchester Community College Credit for Non-Traditional Learning Program; Skidmore College-University Without Walls Program; and the Upper Iowa University Off-Campus Degree Program.

Career and Educational Planning, Educational Advisement and Educational Support, then, are the three major service clusters along the CHES Individual Services continuum. Through an initial needs assessment process, individuals may choose to enter or exit or re-enter any of these clusters, dependent on where their needs initially lie and on the point at which they feel their needs have been met.

Thus, there is need for multiple entry and exit points, and multiple service sequences, and this condition, together with the variety of services needed within each cluster, has resulted at CHES in a wide range of possible service patterns for clients who contract for Individual Services.

Services to Institutions

In a 1973 report to the Governor and General Assembly, the Connecticut Commission for Higher Education identified the need to improve opportunities in higher education for the "thousands of Connecticut residents currently denied access." CHES's services to institutions were developed to address that need by providing technical assistance and other related services to institutions interested in creating new policy and program alternatives in adult non-traditional education.

Two general kinds of institutions were identified: colleges and universities; and large employers seeking educational opportunities for their employees.

The services illustrative of CHES's work in this area include information dissemination; consultation; faculty and staff training; and conference and workshop planning and implementation.

The Life Experience Assessment Program (LEAP), a cooperative project with Manchester Community College, probably best illustrates the range of technical services that CHES has offered to local academic institutions. Under formal contract with Manchester, CHES provided on-going consulting services for the design and evaluation of a competence-based degree program, an alternative to the traditional General Studies program at the college. Moreover, CHES designed and delivered two training workshops in the assessment of competence for those faculty involved in the LEAP project.

In addition to Manchester, other academic institutions to whom CHES has provided technical assistance include the University of Connecticut School of Social Work; Eastern Connecticut State College; the Greater Hartford Consortium for Higher Education; and the University of Hartford.

In addition to direct technical assistance, CHES has approached institutional development through conferences and workshops. With the Greater Hartford Consortium, CHES co-sponsored a conference on "New Approaches to Higher Education"; and for local businesses and industry, CHES conducted a conference/workshop entitled,

"Training and Development in the Learning Society." While such activities are less direct than technical assistance intervention, both share the ultimate objective of creating new learning resources for adults in the Hartford region.

Finally, the Career and Educational Planning (CEP) program was developed originally and primarily to provide services to clients through the sponsorship of employer institutions. Discussion and outline of this program are provided in Appendix 8.6.

Appendix 8.5

(ED/OP) EDUCATIONAL OPPORTUNITIES INFORMATION SYSTEM

ED/OP has been designed as a very low-cost public service, to provide quick, encyclopedic reference to over 6,000 pages of information on colleges, universities, proprietary and public schools in the Hartford metropolitan region. At this time, there is no other way a prospective student can have access to a centralized, indexed file of such information. Neither the large numbers of adults seeking to continue their education, nor their professional advisors, have sufficient means for knowing or finding out about educational opportunities available in the region.

Those conditions prevail in many other metropolitan areas, hence ED/OP amounts to a prototype system for dealing with a severe overload of information in postsecondary education.

ED/OP gives emphasis to data on 24 local colleges and universities. Also included, however, is a great deal of information on other subjects such as external degrees, correspondence education and training, local proprietary schools, financial aid, tests and examinations, preparation of admissions portfolios, and careers and occupations as they relate to fields of study.

ED/OP provides a deep and detailed index to the foregoing and to virtually all of the material published by local colleges and universities concerning their own programs and policies. The index is critical to the usefulness of the system. The data provided by the system appears on less than 30 Microcards in a single, small Microfile.

The ED/OP system also includes a personal, programed workbook, Planning More Education?, to help each adult plan his own education, find counseling help, if needed, and work out action steps to advance his plan. Workbook procedures correspond closely to the educational planning format developed as part of CHES's counseling and advisement services. A basic aim is to provide a way

by which a large portion of the adult population not now participating in post-secondary studies can explore many options for self-improvement through resumed education.

ED/OP is intended for use with a low-cost Microreader at numerous sponsoring institutions located throughout the region. These include libraries, educational institutions, community agencies, and employer corporations. It is expected that annual subscriptions will provide for up-dating and maintaining the system each year. Several pilot models of ED/OP are in use in the Hartford area.

Contents of the Microfile, in addition to the 24 college catalogues, include a variety of documents of potential value to students and to their advisors. These may have reference value also to many institutions for their own purposes. That information is indexed as follows:

Academic Programs in Local Institutions - a table

Adult Education Programs in Public Schools of the Greater Hartford Region- a list of points of contact for information

Board for State Academic Awards, Connecticut

Careers and Occupations with related Fields of Study - three tables

Class Schedules - Hours when nearby colleges offer classes, a comparative table

CLEP, College Level Examination Program - a pamphlet for students

College Level Examination Programs (CLEP) - a pamphlet for students

College Expenses - a comparative table of fees at nearby colleges

Connecticut Education Department - General Information

Connecticut Institutions Approved for Veterans - a directory published by VA

Correspondence Study - a national guide to college programs (NUEA)

Correspondence Training - a national directory published by National Home Study Council

Counseling Services and Agencies - a directory published by Connecticut Board for State Academic Awards

Credit for Prior Experiential Learning - a student handbook (CAEL-ETS)

Credit by Examination (CLEP) - a student pamphlet

Degree Programs with related Fields of Study - a table

Degree Programs in Local College and Universities - a table

Degree Programs for Part-Time Students - a national directory

Diplomas, High School and GED - a list of programs, prepared by Connecticut Education Department

Evening Classes - a comparative table of schedules offered by nearby institutions

Examinations (Regents External Degree Programs) - booklet

Examinations, CLEP - a pamphlet for students

Expenses - a comparative table of college fees in the Greater Hartford Region

External Degree Programs - a national directory of contract study programs (NUEA)

External Degree Programs - New England Institutional Profiles, published by University of New Hampshire

External Degree Programs Outside New England - profiles of selected, well-established programs available to Connecticut students

Fees - a comparative table of charges at nearby colleges

Fields of Study - a table of programs offered at nearby colleges

Fields of Study with related Careers and Occupations - a table

Financial Aid for Connecticut Students - a booklet for students, prepared by Connecticut Commission in Higher Education

GED, General Education Diploma - a list of programs prepared by Connecticut Education Department

High School and General Education Diploma - a list of programs prepared by Adult Education Division of Connecticut Education Department

Home Study - a national directory of correspondence training schools (National Home Study Council)

Hours when courses are offered by colleges and universities in the Greater Hartford Region - a table

Independent study through correspondence instruction - a national guide (NUEA)

Occupations and Careers with Related Fields of Study - a table

Part-Time Study - a national directory of degree programs

Portfolios: a student handbook on preparing a portfolio for the assessment of prior experiential learning, published by CAEL (ETS)

Proprietary Training Schools - a list of schools approved by Connecticut Education Department

Regents External Examinations - a booklet

Transfer of College Credit in Connecticut - a handbook for students (CHE)

Tuition - a comparative tableof fees at nearby colleges

Veterans: Connecticut Institutions approved by VA - a directory

Appendix 8.6

Career and Educational Planning (CEP)

This program evolved from an early assumption at CHES that, if a very high proportion of adult postsecondary students are employed, then versions of CHES's services might be needed by and through the large employer institutions in the area.

To test that assumption and corollary possibilities, an informal survey was conducted in about a score of corporations in mid-1974. That led to a workshop entitled "The Learning Society" and attended by representatives of more than 30 companies in December, 1974. Through structured discussion needs were explored, with focus on the educational problems of employees and on the benefit programs of the corporations.

CHES followed up the workshop with fuller interviews of selected participants, and then began an orderly development of services to be tailored for employees and paid for by their employers.

By May, 1975 the program was ready: a series of seminars in three phases named, Making Career/Life Decisions and Plans, Defining Your Learning Objectives, and Designing Your Learning Program, as described hereafter.

To aid distribution of the proposed services, CHES than entered a joint venture with Hartford Graduate Center, formerly Rensselaer Polytechnic Institute (RPI), Connecticut, and by mailings, demonstrations, and interviews the seminar series was offered to 125 employers with a combined total of more than 135,000 employees. The CEP program was intended to be flexible, with 10 three-hour sessions over six weeks that could be organized in other formats to correspond to the needs of prospective students and their sponsors. Seminars could be held either at employer premises or at HGC, at any hour of the day, evening or weekend. Participant groups of 20-50 persons were intended, at a fee of about $ 300 per person.

More than 50 companies expressed immediate interest, and of that group 31 attended demonstration seminars. A field-test of the program was conducted for two students sponsored by employers in the summer of 1975. CHES's impending liquidation made negotiations difficult thereafter, since obligations to provide services could not be created beyond November, 1975.

The CEP seminar series may be more fully explained as follows:

Unit One - Making Career/Life Decisions and Plans - (4 three-hour sessions)

In Unit One, participants surface general questions and concerns around their life and work; they examine specific elements of their life/work situation; and they explore their values, competencies and skills. They examine present decision-making patterns, practice new patterns where desired, and begin to surface real choices and constraints. Using information generated in the above areas, participants will complete Unit One with a set of immediate and long-range career/life goals. In addition, they will have been introduced to specific methods in decision-making, planning, problem-solving, priority- and objective-setting, and goal development. These core methods will be utilized repeatedly throughout the remainder of the program.

Unit Two - Defining Your Learning Objectives - (2 three-hour sessions)

In this second Unit, participants will identify the specific learning and growth components of the goals they established in Unit One. They will determine the degree to which they have achieved these through past education and experience, will identify what learning remains to be acquired and what areas need further development. Participants will complete Unit Two with a clear understanding of their developmental needs, with a specific set of learning objectives for meeting those needs.

Unit Three - Designing Your Learning Program - (4 three-hour sessions)

This Unit focuses on how to achieve the learning objectives developed in Unit Two. It provides methods in identifying and evaluating learning resources, making choices from among them, and planning and taking action steps for gaining access to the resources selected. The outcomes for participants include the design and at least partial implementation of a learning program, with the ability to develop and carry out plans for meeting career and learning needs on a continuing basis.

CEP Sessions meet on a weekly or bi-weekly basis, with a total program timespan of 2-3 months.

Methodology

CEP is an instrument-based curriculum, employing worksheets and exercises for generating internal data (values, competencies, life/work situations, attitudes, needs, behavior patterns) and for using this data to set goals, make decisions, gather information; and to plan, implement, and reevaluate action steps. Moreover, it is a group-process curriculum in that it uses small and large group interaction and feedback for individual growth and development. Its specific methods include brief lecture presentations, small-group sharing and problem-solving, instructor/participant modeling of specific instruments and methods, large-group sharing and problem-solving. The program also includes a considerable amount of out-of-class work, including independent research and information-gathering.

Additional Features

All materials and instruments are provided, including workbook, reading materials, bibliography.

Access to CHES's information center materials

Individual consultation (averaging 1 hour per participant) which could include: career and developmental counseling; advisement in major decision-making processes; information-giving and comparative evaluation of resources; strategizing for self-advocacy with educational resources; and referral to CHES's educational advisement services program.

Follow-up group session, three to six months following the program, for these purposes: self-evaluation; evaluation of program; and assistance with any new problems of participants.

Full evaluation report, to include: self-evaluation and program evaluation by participants; evaluation of program results by instructors; and evaluation of pre-determined company objectives for the program.